

TRANSCRIPT PREPARED BY THE CLERK OF THE LEGISLATURE  
Transcriber's Office  
FLOOR DEBATE

April 2, 2004

LB 1091

SENATOR SMITH: Okay. Are there any other research methods or anything that are...that's used other than speculation that 15 students per class is a very optimal situation?

SENATOR RAIKES: Well, no. I...we did do some empirical research in the sense that we said, okay, this is...this is what looks reasonable to us; if you see something different, let us know what your number is and why. And we've gotten some different numbers, but we haven't really gotten anything that seems to outweigh this. I will tell you that this is a two-edged sword in the sense that you could say move the number down to maybe be interested in, say, 0 to 300 students, or maybe even 0 to 250 students. The difficulty then is any school system that's over 250 to begin with then would not participate in the incentive program. So, yes, you know, if you move the number down, then the goal for some school systems is more achievable, so to speak, but you leave out systems in terms of eligibility for receiving the benefit. So,...

SENATOR CUDABACK: One minute.

SENATOR RAIKES: ...again, we're trying to come up with a balance. I've probably used too much of your time here.

SENATOR SMITH: That's all right. Did you say how many schools would fall into this category right now?

SENATOR RAIKES: I did not and I'll see if I can get that number for you.

SENATOR SMITH: Okay. Thank you, Mr. President.

SENATOR CUDABACK: Senator Bromm.

SPEAKER BROMM: Thank you, Mr. President. I rise in support of Senator Raikes' amendment. I don't know if the 390 number is right, but certainly the way it's been described I think it's extremely logical. Taking this approach is consistent with what Nebraskans have wanted us to do in terms of the way we approach school reorganization for years and years. Whenever this Legislature has tried to force consolidation, we've run into a